Purpose: The ‘Keel Line’ is designed to establish the foundational practices and policies that will serve to establish a strong series of expectations and student outcomes at RMSEL. We want our students to learn to be highly responsible with a well-developed sense of discipline and we believe the Keel Line directly supports this.

Please understand that we are working hard in order to provide the best experiences serving the student in the present and preparing them for what’s next. The practices and policies derive from the most current pedagogical data and case studies including everything from internationally-acclaimed texts to the success stories from other professionals and schools willing to share effective practices.

Community Interaction Norms

We will create and maintain an environment of mutual respect; however, it is important to note (even though it is self-evident) that teachers have a different role in the learning environment than students. Teachers will address students with respect, and students must understand that teachers are the authority in the classroom. Students are not to “talk back” and should otherwise act with deference to teachers. Students should bring up their opinions in a situation of leadership if they are instructed to practice leadership, or if they are concerned about safety.

Crew

Mission: “Crew fosters self discovering people who will accept hardship, build trust, display compassion, and create mutual respect. Through initiative, students establish a bond between members and demonstrate a relentless pursuit of excellence.”

Each crew will determine a ‘vision’ (how the mission becomes real) during their 3 week Outward Bound trip. Crew operates best when all members show up with an open mind, ready to engage, and be an active participant.

Crew is considered a course, and grades are derived from three student responsibilities that require individual ownership of actions to contribute to the greater learning community:

1. Completion of the Daily Training Plan. Points are awarded each week for every complete Training Plan.
2. Creating a cell-phone free environment by locking phones into Yond’r Bags before the start of first elective at 7:40. The Yond’r grade is a ten-strike-based system (0: E, 1-3: A, 4-5: D, 6-7: B, 8-9: LE, 10+: NE - 0).
3. Completion of the assigned Environmental Restoration task at the end of each day. Restoration grades are a three-strike-based system.

Teacher Expectations

1. Establish and maintain a learning environment that focuses on both Academic Content and the Character Point Average (CPA) required for success.
2. Maintain a course calendar of due dates.
3. Update student progress weekly in Infinite Campus.
4. Maintain a **Google Classroom** site as a supplement to class to aid upcoming assignments, events, and resources. HOWEVER students are responsible for maintaining a planner with due dates.
5. Provide weekly, student in-person Office Hours.
6. Provide a response to student/parent emails within 48 business day hours of receipt.
7. Connect directly with student/parent regarding matters that require conversation and/or dialogue over the telephone in lieu of email.
8. Provide feedback and grades to completed work no later than amount of time provided for students to complete the assignment. For example, if students have one week to complete a final reflection, they will receive a final grade no later than one week after the due date.

**Student Expectations**

1. Meet and adhere to all standards set forth in the **Student Responsibility Contract**.
2. Demonstrate an Accomplished **Character Point Average** as a learner.
3. Complete all assignments and final products as outlined on the calendar.
4. Ask questions to support and drive student learning and deeper understanding.
5. Attend weekly Office Hours when necessary to receive additional support.
6. Communicate through professionally composed emails when appropriate prior to weekly Office Hours or absences.
7. Never settle! Drive your own learning and experience.

**Proactive Students**

Students will practice the skill of anticipation and planning using common sense. For example: if a student knows that they will be traveling with their family for the weekend, they will realize this early the week before and complete assignments that will be due Monday, before the weekend. This would include asking teachers for potential assignments that will be due before they are assigned.

In the event that a student misses a day of school, they will practice proactiveness by emailing the teacher a photo or scan of the assignment that was due that day. If students miss a quiz or test due to an absence, they need to take that quiz or test within a week at any of the teacher Office Hours (students don’t need to attend content-specific hours - they could get a math quiz at the end of the day and bring it to science office hours to take it). Taking missed quizzes or tests within a week does take priority over extracurricular activities.

**Attendance in the Learning Environment**

Students are required to be present in each class period when attending school. When attending class it is required of students to be prompt and ready to engage in the learning environment. Every minute of every class period is important and relevant to learning; therefore, students may not exit the classroom during the first 15 and last 15 minutes of each period. This time is essential to ensure students engage in each class period and do not miss essential information that may require completion outside of class.

Students are respected as scholars in the learning environment; in the event they need to leave class for the restroom, copier, printer, etc., they are to do so in a professional manner. When students depart the learning environment they may exit one at a time, not in groups. They are required to sign-out / sign-in
when departing the room (we are required to account for all students in the event of an emergency). Students will take the classroom assigned pass when departing the room.

The hallway is not a learning environment; it is filled with distractions, and not centered on the teaching taking place by the teacher. Hallways will be for passing to/from class, not as an extension of the classroom.

Tardy Policy: Students are expected to be in the class, ready to learn when class starts. If a student receives 5 tardies (collectively between any class) they will serve a detention that starts at 6:45 am.

Trip Attendance
All students are required to come on the 3 week Outward Bound style trip at the beginning of the school year. The opportunity for growth on a trip with this level of challenge and length is immense! We believe it is an essential component of education.

Other trips throughout the year (the end of year trip, or other potential overnights) require students to have a ‘B’ or above in all their classes (this includes electives and fitness).

Infinite Campus and Google Classroom
Teachers will update IC as assignments are assessed. ‘In progress’ grades will be available for viewing at any time during the semester. Every Monday morning an automatic email will be sent to families where students are earning an LE or NE in a class. The idea is that parents will be alerted that their student needs immediate support! Also on Monday mornings, an automatic email will be sent out to students who are earning an ‘A’ or ‘E’ in a class. This time the idea is to let parents know that their student is doing well!

Extracurricular Eligibility
Based on the Monday morning automatic email described above, students who are earning an LE/ NE at the beginning of the week will remain ineligible for their extracurriculars for the entire week. Students should still go to practice, but instead of participating they should catch up on work / get ahead so that they earn eligibility for the following week. NO MID-WEEK adjustments will be made.

Teacher Office Hours
Office Hours will be posted on classroom doors and on Google Classroom as they may change throughout the year based on teacher schedules (some teachers coach/lead extracurricular events). Office hours provide students and families an opportunity to receive additional support outside of each academic class period. Students need to show up to Office Hours with specific questions that make it clear they have a plan of study; because these are extra support hours, teachers do not provide a planned lesson, but rather respond to student-generated clarification questions.

High School Course Grade Weights

Character Point Average 25% - 30 points graded weekly in every content course totaling 25% of the final course grade.

Homework / Work Completion 10% - points for homework will be assigned by each content area teacher totaling 10% of the final course grade.
Academic Content 65% - points for final products, projects, assessments, essays, etc. will total 65% of the final course grade and will be in one category in IC.

High School Grade Scale

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>GPA Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 59%</td>
<td>No Evidence – NE</td>
<td>0</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Limited Evidence – LE</td>
<td>1</td>
</tr>
<tr>
<td>70 – 74%</td>
<td>Beginning – B</td>
<td>2</td>
</tr>
<tr>
<td>75 – 79%</td>
<td>Beginning / Developing – BD</td>
<td>2.5</td>
</tr>
<tr>
<td>80 – 84%</td>
<td>Developing - D</td>
<td>3</td>
</tr>
<tr>
<td>85 – 89%</td>
<td>Developing / Accomplished - DA</td>
<td>3.5</td>
</tr>
<tr>
<td>90 – 97%</td>
<td>Accomplished - A</td>
<td>4</td>
</tr>
<tr>
<td>98 – 99%</td>
<td>Accomplished / Exemplary - AE</td>
<td>4.25</td>
</tr>
<tr>
<td>100%</td>
<td>Exemplary - E</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Late Work

If a student misses the due date, late work will be accepted for 50% of credit earned, only up to a week late.

Student with an extended time accommodation need to fill out an extension form a minimum of two days before the due date and also need to provide evidence of significant work done to get extension.

No other extensions will be given.

If students are absent then they need to email the work or a picture of the product by the start of the class time.

Draft Process for Excellence

Completing multiple drafts of long-term learning assignments is required for students to build upon their ideas and revise any errors prior to receiving a final grade. The draft process may consist of the following:

Draft #1 – Completed and points awarded for completion – Peer Revision Cycle Conducted

Draft #2 – THIS IS A ‘FINAL’ DRAFT quality; the best work that the student is capable of. Completed and assessed for accuracy to the assignment task description and/or rubric by the Teacher – Final Grade with Feedback

Draft #3 – Completed and graded for inclusion in the student portfolio – Final Grade for Portfolio

Fitness

Fitness is considered an essential component of learning at RMSEL and is a graduation requirement. Students will be provided a syllabus at the beginning of each semester that will lay out all requirements for course credit.

Phones

Both students and teachers will maintain a cell phone free environment. Students will use ‘Yondr’ bags and teachers will put their phones in their desks. If a student’s phone is not ‘Yondred’ it will be kept by Chad
until the end of the week (it will be kept overnight). Teachers can use discretion to guide a learning environment and allow phone usage on a very limited basis.

**Electronic Equipment**

Personal headphones, cameras, iPads, MP3 players, radios and electronic games are not to be used at any time during school. Teachers may grant exceptions to this rule if the use of personal electronic equipment can be used for educational purposes. Failure to comply with this rule will result in confiscation of the personal equipment.

**Personal Laptops / Tablets**

Personal Laptops and/or Tablets may be used during the course of the school day at the discretion of the teacher. Personal Laptops and/or Tablets are subject to the acceptable use policies of RMSEL pertaining to technology. Personal Laptops and/or Tablets are tools to support and enhance student learning, not to provide distraction to students during class.

**Automobiles**

Students who are legally cleared to operate an automobile may drive themselves to school and park in the school parking lot. However, students are not allowed to access items in their car during the school day; every student has a locker where they may keep personal items, and thus cars are not to be used as lockers.

**Dress Code**

The full dress code policy is on our website, under Governance > BOCES > BOCES Policies > JICA - Student Dress Code. The purpose of the dress code is to establish an environment that allows for a collegiate atmosphere, one where learning is at the forefront of our experience.

The following items are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school and are not acceptable in school buildings, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length
2. Sunglasses and/or hats worn inside the building
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts
4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
   - Refer to drugs, tobacco, alcohol, or weapons
   - Are of a sexual nature
   - By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior
   - Are obscene, profane, vulgar, lewd, or legally libelous
   - Threaten the safety or welfare of any person
❖ Promote any activity prohibited by the student code of conduct
❖ Otherwise disrupt the teaching-learning process

The content itemized above makes up the structure and foundation of our “Keel Line.” The “Keel Line” is the foundation in which work of high quality can and will be produced by students. RMSEL provides an opportunity to exceed the expectations of a traditional learning environment, not provide a different learning environment. The work that we do with students will serve as a catalyst for great success as they transition to the workforce and/or post-secondary education options. We look forward to another amazing school year at RMSEL!

Please note: Teachers DO NOT have the authority to override the policies laid out in the Keel Line. For example: if a student misses a due date, the most credit they earn is 50% for up to one week. A teacher cannot override this and award more than 50% credit.

Sincerely,

Auston Brecht                  Eric Dinkel
Crew Leader/Humanities        Crew Leader/Science

Marshall Moore                Ian Silberman
Crew Leader/Mathematics       Crew Leader/Humanities